

Safe School
Emergency
Preparedness

And

Crisis
Intervention
Plan

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Emergency situation rationale

A variety of emergency situations can occur in a school setting. Such emergencies can include natural disasters (fire, tornado, etc.) or person initiated (bombs, student unrest, hostage situations, etc.). The Monroe County Community School Corporation recognizes the necessity of having appropriate emergency procedures in place should a crisis occur at one or more schools.

Student and staff safety is a priority in the Monroe County School Corporation. The school district has developed a comprehensive S.A.F.E. Schools Plan (Security Action Follow-up and Enforcement), and each school has a school safety and security plan that is revised yearly.

The safe schools model is based on the three important components of prevention, intervention and education. We believe that the Board of Education, administration, staff, students, parents, the police and the community must work collaboratively to ensure safe schools. "Safe schools are everyone's business."

It is impossible to develop a definitive plan which will meet the demands of every emergency or hostage situation; however, it is important to have written contingency plans and procedures for responding to and coping with emergency situations.

GOALS OF CRISIS INTERVENTION

The Goals of Crisis Intervention are:

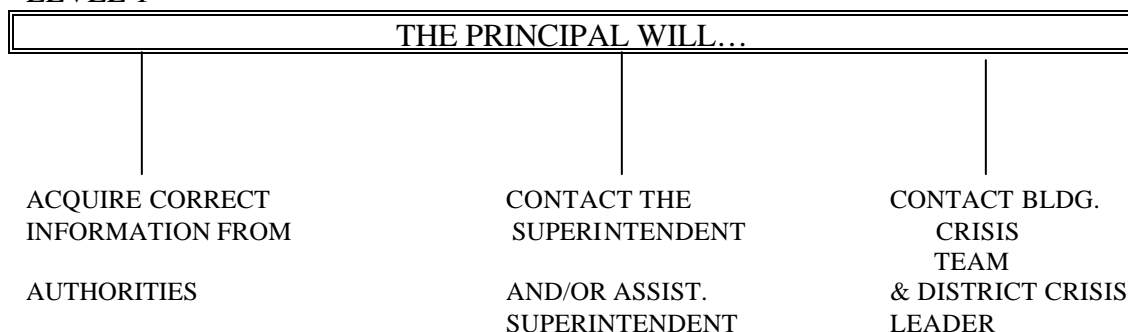
1. to restore equilibrium to the system by conducting class.
2. to reconnect individuals with their coping skills or refer them for further intervention outside the system
3. to promote the most positive outcomes for all involved, and, where possible, to prevent long term stress reactions that can be brought about by failure to address trauma events at the outset.

ORGANIZATIONAL STRUCTURE

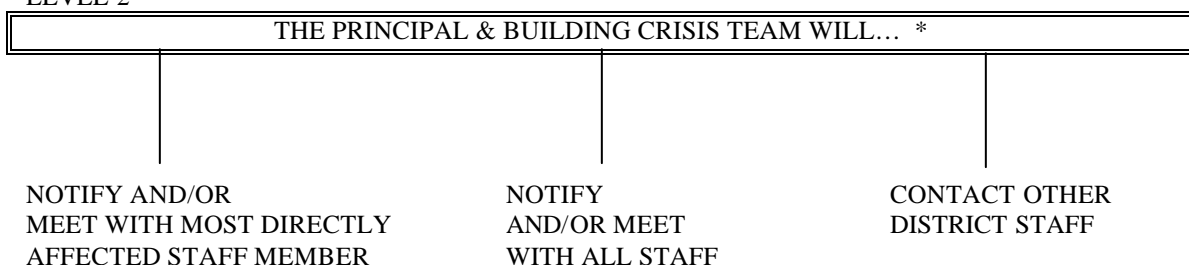
1. The superintendent (or his/her designee) has overall decision-making authority in the event of a crisis.
2. The building principal, in conjunction with the superintendent, has decision-making authority in his/her building.
3. The principal has responsibility for overall coordination of services.
2. The designated Public Information Officer has responsibility for providing information to the public and press.
3. Counseling assistance to staff and students will be provided first by the Building Crisis Team and then by the District Crisis Team, if needed, depending on the level of the crisis.

CRISIS FLOW CHART

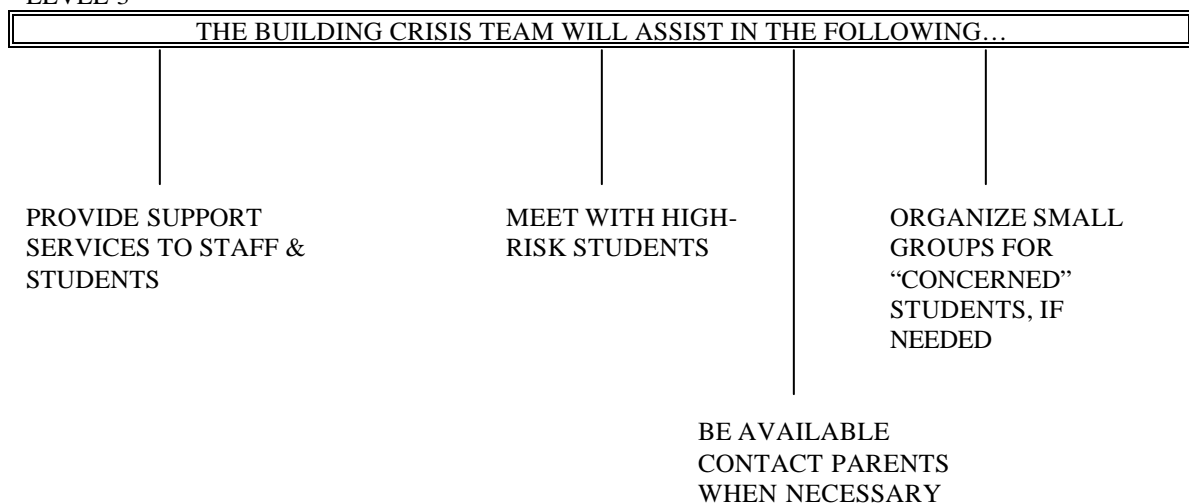
LEVEL 1



LEVEL 2



LEVEL 3



* IF NEEDED, THE DISTRICT TEAM UNDER THE DIRECTION OF BUILDING PRINCIPAL (LEVEL 2) WILL BE REQUESTED TO HELP.

CRISIS RESPONSE TEAM (CRT)

The Crisis Response Team (CRT) includes those individuals who are responsible to assess a tragedy situation and determine what course of action is to be taken.

- | A. | <u>Level I: Building Team</u> | <u>Work Number/Ext.</u> | <u>Home Phone No.</u> |
|-----------|---|--------------------------------|------------------------------|
| | 1. Administrator(s) | | |
| | 2. <i>Team leader designated by principal</i> | | |
| | 3. <i>Guidance Counselor(s)</i> | | |
| | 4. <i>Teacher(s)</i> | | |
| | 5. <i>School Nurse</i> | | |
| | 6. <i>Home/School Advisor(s)</i> | | |
| B. | <u>Level II: District Team</u> | | |
| | 1. <i>Team Leader</i> | | |
| | 2. <i>School Psychologist(s)</i> | | |
| | 3. <i>Other School Guidance Counselor(s)</i> | | |
| | 4. <i>Other Faculty member(s)</i> | | |
| | 5. <i>Security Officer(s)</i> | | |
| | 6. <i>Para-Family/School Liaison</i> | | |
| C. | <u>Outside Resources</u> | | |
| | 1. <i>Community Mental health and/or Social Workers</i> | | |
| | 2. <i>Clergy</i> | | |
| | 3. <i>Law Enforcement</i> | | |

CRISIS SUPPPORT TEAM (CST)

This Crisis Support Team (CST) includes individuals necessary to support a given situation. The CRT will determine what CST members will be involved in the situation and how they may be most effective.

EMERGENCY TELEPHONE NUMBER LIST

A. Internal Notification List

In the event of activation the following will be notified as appropriate:

	<u>Work #</u>	<u>Home #</u>	<u>Pager #</u>	<u>Cell #</u>
Superintendent	349-4766			
Assistant Superintendent	349-4768			
Director of Human Resources	349-4755		349-9401	
Director of Extended Services	330-7720	334-1382	323-6606	320-7299
Supervisor of Transportation	330-7719			320-7306
Director of Planning	330-7720	334-2797		320-7302
<i>Principal or Building Designee</i>				

B. Emergency Telephone Number List

	<u>Telephone #</u>
Bloomington Police Department	339-4477/(911)
Monroe County Sheriff's Dept.	349-2780/(911)
Bloomington Fire Department	332-9763/(911)
State Police	332-4411
Family Service Association	339-1151
Hospice of Bloomington	336-9818
I.U. Counseling & Psychological Services	855-2311
Listening Line	332-6060
MCCSC Social Services, Gary Plaford, Dir.	349-4764.
Meadows Hospital	331-8000
Medical Social Service, Bloomington Hospital	336-9506
After hours:	336-6821
Mental Health Association	339-2809
Monroe Co. Division of Family & Children	336-6351
Monroe Co. United Ministries	339-3429
Monroe Co. Youth Shelter	333-3506
South Central Community Mental Health Center	339-1691
St. Vincent Stress Center	1-800-872-2210

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BUILDING TELEPHONE TREE

Central Administration Responsibilities

1. Follow-up immediately with reporting school to verify details of the incident
2. The Superintendent will notify the Assistant Superintendents, the Director of Planning, the Transportation Department, local police, and the school attorney if necessary.
3. The Assistant Superintendent will prepare a telephone script response for the secretaries/administrative assistants at the central office building.
4. The Assistant Superintendent will notify (e-mail) all administrators of the incident.
5. The Director of Planning will be visible at the school crisis site and serve as the school district spokesperson, if necessary.
6. After the Crisis Intervention Plans have been implemented, and the crisis is under control, the Director of Planning will meet with the school administrative team to debrief the situation and discuss other contingency plans, if necessary.

School Administrator Responsibilities: *(Remain calm and in control!)*

1. Confirm that a crisis exists
2. Refer to your Safe Schools Emergency Plan (implement the plan).
3. Place the following phone calls (as necessary):
 - 911 – if immediate assistance is required
 - Superintendent's office (330-7700 or 349-4766) – or contact the Assistant Superintendent (349-4787 or 349-4768) or Extended Services (330-7720)
4. Prepare a typed 'script' response for secretaries and/or administrators. "We have had (incident) and have activated our School Emergency Preparedness and Crisis Intervention Plan. Our first concern is the safety of our students and staff. More information will be shared, as it becomes available. We will attempt to have updates on the hour." (If you have accurate information, give it.)
5. After the emergency or crisis has been resolved:
 - Communicate to all teachers, staff and students what happened, what has been done and what will continue to be done.
 - Debrief the incident and your response to it.
 - Did the plan work?
 - What should/could you have done differently?

GUIDELINES FOR GENERAL CRISIS SITUATIONS

1. PRINCIPAL

- a. Verifies the event and acquires any additional necessary information.
- b. Notifies the superintendent.
- c. Notifies the building Crisis Team Leader who assists in determining the level of crisis plan to be implemented.
- d. Principals identify siblings, family members and escort to their office; these students are sent home once proper care and support are established.
- e. Notifies the staff in whatever manner is most efficient (telephone tree, staff meeting, written communication, etc.).
- f. Notifies the building Crisis Team.
- g. Designates someone to speak personally with those staff members specifically involved with the crisis and provides support for their feelings.
- h. Refer any questions from the media to the Director of Planning.
- i. With the Crisis Team, meets with all staff members to share information and provide guidance, advice, etc., in dealing with affected students.
- j. Shares information or causes information to be shared with students in most appropriate method.
- k. If necessary, arranges for some modification of the schedule so students have time to ask questions and express feelings.
- l. In the event of a death, acquires additional information regarding services and the family's wishes and makes this information available to staff and students.
- m. Coordinates evaluation of effectiveness of crisis plan after crisis has passed.

2. ASSISTANT PRINCIPAL

- a. Takes on principal's duties if not present.
- b. Gathers factual data; convenes faculty/staff meeting; shares data; warns against rumors; clarifies protocol in dealing with students; clarifies line of communication.
- c. Supervises building climate.
- d. Serves as information source for faculty/staff.

3. TEACHERS AND OTHER STAFF

- a. Follow the procedures as outlined and any verbal instructions from school administration, law enforcement, or other emergency personnel.
- b. Respond with appropriate actions to the school district's respective "emergency code indicators" such as:

- **CODE RED – Stay** - Stay secure in room; Keep grade book & keys; Lock door; Turn off lights; Go to area of room furthestmost from view.
- **CODE YELLOW – Caution** - Keep door in lock position; Inside recess (if applicable); Monitor halls; Stay alert at all times.
- **CODE GREEN – Vacate Building** - Follow fire drill procedures; Take grade book and keys.

- c. Remain calm and in control.
- d. Lock classroom doors, if possible.
- e. Do not allow your students to leave the area or classroom until instructed to do so.
- f. Look in the hallways for students. If you see them, instruct them to come into your room immediately. (Record their name, teacher and class period.)
- g. Check nearest restroom facilities for students, and instruct them to come into your room. (Record their name, teacher and class period.)
- h. When instructed to do so, evacuate students from your classroom in an orderly manner. Follow the “fire drill” exit procedures, unless instructed to do differently. (Prior to evacuation, should you hear gunshots, you and the students should assume the “duck and cover position.”) **DO NOT PULL THE FIRE ALARM!**
- i. Remind students to exit in a clam, orderly manner.
- j. Take your grade book, seating chart, car keys and purse.
- k. Take your class to the designated student relocation area.
- l. Await further instructions at the relocation area.
- m. Remain with your students at all times. Inform them that they are to remain at the location.
- n. Do not dismiss students until you receive official word from the administration. Disregard bells or normal time schedule until instructed differently.
- o. If a student leaves, record the name and time.
- p. Take notes, names, descriptions—document any unusual events that occur. (This is important!)
- q. The administration will decide if outside assistance is needed.
- r. If you hear sounds like gunfire or firecrackers, have everyone lie on the floor.
- s. If you have any relevant information about the emergency crisis, attempt, if possible, to contact the office. Do not send a student nor leave the classroom unattended.

4. **NURSE**

- a. Report to the principals.
- b. Render first aid if necessary and possible.
- c. Document students or staff you treat.

- d. If there are multiple victims write their name and phone number (if they can speak) on their bare arm with a magic marker.

5. **SECRETARIES**

- a. Report to the principal for instructions.
- b. Do NOT make evaluative statements regarding the event or the students reactions to it.

6. **SCHOOL PSYCHOLOGISTS, HOME/SCHOOL ADVISORS, ETC.**

- a. Follow-up at other schools with siblings and affected students.

7. **THE CRISIS TEAM**

- a. Establishes an area of the school as the Crisis Center.
- b. Clears schedule to deal with the crisis.
- c. Meets with the principal to review facts.
- d. Along with the principal, meets with all staff members to share information and provide guidance, advice, etc., in dealing with affected students.
- e. Meets with the switchboard operator and office staff to set/review procedures regarding parents and/or media questions
- f. Meets with individual students affected by the event, maintaining a log for follow-up.
- g. Generates a list of students thought to be affected by the event and may seek out involved students who do not self-refer.
- h. Contacts the parent/guardian of any students thought to be at risk before the student leaves the building.
- i. Meets with classes, extracurricular groups, teams, etc., at teacher request.
- j. Assesses needs for parent meeting and schedules one if necessary.
- k. Contacts Crisis Team Leaders at schools where other affected students attend.

By the End of the Week

- a. Meets to discuss impact of crisis.
- b. Assesses student needs through a series of individual conferences.
- c. Decides whether a need exists for grief group(s) for students.
- d. Arranges for group(s) if a need does exist.
- e. Meets with any staff member indicating a need for services.

The Crisis Team by the End of the Second Week

- a. Evaluates response to crisis.

- b. Recommends changes, if needed.
- c. Offers an oral report to interested staff.

Designated Counselors/Staff

- a. Facilitate grief group(s) to begin within the third week following the crisis.
- b. Communicate, if necessary, with the parents of the students in the group(s) following the last session.
- c. Refer Students for additional services, if necessary.

GUIDELINES FOR GENERAL CRISIS SITUATIONS

Plan 1: Non-School Time Tragedy/Crisis

Procedure

1. Principal or her designee is contacted immediately.
2. Principal gathers all available information concerning the incident and verifies the facts.
3. Principal contacts/notifies key school system personnel (superintendent, etc.).
4. Principal contacts the Crisis Response Team.
5. Crisis Response Team (CRT) will meet to determine a plan of action and what members of the Crisis Support Team (CST) to assemble if necessary.
6. Notify staff by telephone “tree system” of early morning meeting regarding the crisis or provide written information upon staff’s arrival depending on the severity of the situation and the time available to respond.
7. Principal will hold an in-service for school secretaries on how to handle telephone calls and requests for information from the community and to whom the calls should be directed.
8. CRT headquarters will be located in the principal’s office.
9. Intervention meeting locations will be held in **Room ____**.
10. The prepared statement will be read to the student as a specified time.
11. The CRT will check with their assigned areas to access the extent of the crisis
 - a. If it is small, those students reacting will be moved to counseling offices to meet with the counselors and the appropriate Crisis Support Team.
 - b. Normal routine will continue as determined by the crisis team.
12. If the reaction is widespread, see Plan 2.

Plan 2: Out-Of-School Event With Widespread Student Reaction

Procedure

1. Keep the students in the classrooms. (During lunch have students’ report to their classes. Notify teachers in lounge to help move the students to classrooms and/or counseling areas.)
2. CRT continuously evaluates individual classrooms. Remove students who may be reacting violently or upsetting the rest of the class.
3. If a teacher needs help with a class, the support team members would be placed within the classroom.
4. Teachers on prep should go to rooms being taught by subs unless subs are familiar with students. The rest of the teachers on prep should report to Crisis headquarters for assignment by the crisis team. (A teacher on prep will be assigned.)
5. Any pay telephone areas should be supervised. Have quarters available.
6. Crisis team will continuously evaluate the situation in the school to determine the next step.

Plan 3: In-School Event Without Widespread Student Reaction

Procedure

1. Crisis Response team meets.
2. CRT will prepare a statement.
3. CRT will alert the Crisis Support Team.
4. The student body is not informed about the tragedy until verification that the parents/family have been notified. If family can't be found, the staff deals with the student responses and must maintain responsible order while the rest of the plan goes into effect.
5. Isolate other family members, close friends, team members, boy/girl friend. Check for siblings in other buildings. Meet with them before the prepared statement is read.
6. Teachers on prep period will go to rooms being taught by subs unless subs are familiar with the students. The rest of the teachers on prep should report to the Crisis headquarters for assignment by the Crisis team.
7. Notify staff with the prepared statement. Staff will read the statement aloud at a specified time.
8. The team will report back to their assigned areas to determine the extent of student reactions. If the reaction is small, those students reacting will be removed to the counseling area to meet with the counselors and appropriate staff support members.
9. Normal school routine will continue.
10. If the reaction is widespread the next plan (Plan 4) goes into effect.

Plan 4: In-School Event With Widespread Reaction By Students

Procedure

1. Keep the students in the classrooms. If the tragedy happens during class break, send the students to their next class. If the tragedy happens during lunch have the students report to their classes. Notify teachers in the lounge to help move students to class and/or counseling areas.
2. Crisis team continuously evaluates individual classrooms. Remove students who may be reacting violently or upsetting the rest of the class.
3. If a teacher needs help with a class, the support team would be placed within the classroom. (A teacher on prep will be assigned.)
4. Pay telephone areas should be supervised. Have quarters available.
5. Crisis team will continuously evaluate the situation and determine the next step.

School crisis response team Post crisis management

Checklist

(The answers, or portions of the answers, to these questions should have been dealt with in pre-crisis planning.)

- ____1) Have I contacted the Crisis Response Team about the crisis? (The Crisis Response Team consists of:
MCCSC Social Services at #349-4763.
Catholic Social Services #332-1262
Youth Services Bureau #349-2506
SCC Mental Health Center Children's Services #339-1691
Family service Association 339-1551
Hospice of Bloomington #336-9818
Bloomington Hospital medical Social Services #336-9506
Your School Counselors
Other individuals, ministers, etc. involved at your specific school.)
- ____2) Where will the Crisis Response Team operate?
(What room or rooms have been designated to use in meeting with students/staff?)
- ____3) Have I provided the Crisis Response Team with up-to-date, factual information? (They need to know specifics to quell rumors.)
- ____4) How will students be informed? (By teachers? Over the intercom?)
- ____5) Who will contact the family (families) in the event of a death at school, or who will be the liaison with certain families?
- ____6) Have you identified the high-risk students? (siblings, boy/girl friend, close friends, team/club members, self identified, symptomatic)
- ____7) Will staff be affected by incident? Have substitutes been secured to relieve staff who need to talk?
- ____8) Will it be necessary to send a letter to all parents, and if so, who will do so?
- ____9) Can you continue with the regular class schedule, or how soon can you get back to a regular schedule? (A regular schedule promotes a feeling of normalcy.

SCHOOL CRISIS RESPONSE TEAM POST CRISIS MANAGEMENT

Goals

The major goals of the School Crisis Response Team should be the following:

1. Reduce psychological suffering
2. Help the school community survive the trauma situation
3. Help re-connect individuals with their coping skills
4. Help the system to return to normal as soon as possible
5. Avoid confusion by providing accurate information
6. Provide a safe place for students to talk about the incident
7. Assist in making appropriate referrals
8. Maintain follow-up with certain students/staff
9. Avoid potential liability
10. Help restore and maintain a supportive, positive learning environment

It is **not** the goal of the School Crisis Response Team to provide in depth counseling at this time. Individuals who require such should be referred elsewhere.

SCHOOL CRISIS RESPONSE TEAM DEBRIEFING FORMAT

A. Crisis Debriefing (suggested format):

A. Introduction-define the process, goals, and rules

B. Facts Go Round – (This gets at the cognitive level and clues you in to the level of trauma. This should include...)

1. How did you find out?
2. What did you see? Hear? (If they were at the scene go through all five senses.)
3. What were your first thoughts?
4. What are you thinking now?
5. Make sure you provide the factual information that you have!

C. Feelings Go Round –

1. What were your first feelings?
2. What are your feelings now?
3. What was the worst part for you?
4. Allow venting!

D. Life review if death occurred -

1. Access positive memories
2. Share “Remember when?” stories
3. How do you want to remember the person who died?

E. Reactions: Transition from Emotions –

1. What physical, cognitive, behavioral, emotional, and spiritual reactions are you having to what happened?
2. What distress signals or symptoms are you having?
3. How do you know this is effecting you? (e.g., can’t sleep, nauseous, can’t think, can’t eat, withdrawing, etc.)

F. Learning –

1. Talk and teach about normal stress reactions...especially those specific reactions the group has expressed. (See the pages on common immediate and delayed responses to extreme stress.)
2. Help the students normalize their thoughts about symptoms and recovery.

G. Questions & Answer Time-

1. Solicit questions!
2. Answer the answerable.
3. Redirect or reframe the unanswerable. (e.g., someone might ask “Why did God allow this to happen?” Redirecting or reframing might be, “I can’t answer that, and maybe you’ll never be able to answer that, but a more pertinent question for now might be how can we make sure his/her life was meaningful?”
4. Recommend that the individuals in the group take time on their own to **think** about the meaning of what happened, and to do something **physical** to workout their stress and tension.
5. Prescribe no alcohol and no drugs. These will definitely get in the way and limit one’s ability to work through the issues they still need to work through. Alcohol and/or drugs may ease the pain temporarily, but they will ultimately cause more pain, lengthen the time needed to deal with issues, and cause some very poor decisions while trying to cope.

H. Closure-

1. Restate and summarize what has happened in the group.
2. Reassure members that what they are going through is natural and normal.

3. Let them know where to get further help. Watch for signs that certain individuals may need further attention. Don't be afraid to ask if anyone is having thoughts of suicide. Don't let them leave if they are.)
4. Reinforce the need for self care at this time.
5. Reinforce the need for routine in one's life, especially now.
6. If other issues arise, you're not yet at closure.

**SCHOOL CRISIS RESPONSE TEAM
ADDITIONAL COMMENTS**

- I. Thoughts to remember:
 - A. In a crisis situation, **attitude** is everything.
 - B. An event doesn't make a crisis. It's the overwhelming of resources that make it a crisis.
 - C. You can't tell who's in crisis just by looking at them or their relationship to the victims. A lot depends on what baggage they bring along, because one crisis incident can trigger past traumatic events that have not been dealt with. Therefore, people you would not think would be in crisis could very well be in crisis.
 - D. Preparation is key. If you aren't prepared to handle a crisis you will be in crisis while trying to cope with crisis. The middle of a crisis is the worst time to make decisions about how to handle a crisis.
 - E. The goal of crisis debriefing is **not** therapy, but rather to help get people back to their level of coping. If therapy is necessary for certain individuals, that should be referred for a later time.
 - F. In cases of suicide or drug related deaths, do **not** glamorize, romanticize, or give specific details about the death. This can result in copycat deaths or attempts.
 - G. Do not plan to handle a crisis completely in-house. Your staff may very well be effected by the death of a particular student or another staff member.

SOME COMMON IMMEDIATE RESPONSES TO EXTREME STRESS

Crisis Affects the Whole Person

COGNITIVE	BEHAVIORAL	EMOTIONAL
Memory impairment	Change in behavior	Anxiety, fear, joy
Slowed thought processes	withdrawal	loneliness, anger,
Difficulty	Silence	confusion, guilt
making decisions	Talkativeness	Irritability
solving problems	Under/over eating	Depression
concentrating	Under/over sleeping	hopelessness
calculating	Lack of interest in usually	helplessness
Attention span limited	satisfying activities	haplessness
	Overinterest in anything that	Feeling overwhelmed
	Distracts	Feeling numb
PHYSICAL	SPIRITUAL	
Fatigue that sleep does not alleviate	Changes in relationships with	
Flare-ups of old medical problems	family members	
Headaches	friends	
Muscle &/or joint discomfort	co-workers	
(often caused by tensing)	self	
Digestive problems	Questioning of beliefs, values	
	Re-evaluation of life structure	

All of the above can be considered normal reactions to a crisis if

- (1) the reactions do not endanger the individual or others and
- (2) the reactions begin to diminish after about 24 hours.

All of the above symptoms are typically responsive to appropriate intervention. People of all ages who are given an opportunity to explore and understand the crisis event and its meaning and to receive information about typical recovery from crisis recover more rapidly with less lasting trauma than people whose pain is ignored.

Therefore, in responding to a crisis, one of the first concerns is to provide support to those at higher risk of severe reactions. People at higher risk include the following:

People who have been physically or emotionally close to a victim of violence, disaster, accident, injury, or death

People who identify with a victim because of similar characteristics, similar status, or similar history.

People who have unresolved grief or are still healing from previous psychological trauma

People exposed to physical danger, emotional intensity of police action, excessive media interest

In their situation, and/or trauma of children

People whose physical and/or mental health is compromised for other reasons

Over the weeks and months following a crisis it is essential that there be follow-up with those who were deemed to be at high risk and that people who experience delayed reactions receive appropriate intervention. Some people's defenses are almost certain to prevent them from processing an event immediately. Often such people experience emotional blocks that prevent them from connecting their reactions to the event. Follow-up contacts are essential to monitor the progress of these individuals.

SYMPTOMS THAT DEMAND AN IMMEDIATE REFERRAL

1. Disorientation as to date, day of week, what has happened in last 24 hrs.
2. Too much concern over little things has become preoccupation with one idea
3. Denial of severity of problem has become denial that a problem exists
4. Visual or auditory flashbacks are being confused with reality
5. Self-doubt has become a feeling of unreality or fear of “going crazy” or “losing my mind”
6. Difficulty planning practical tasks has become inability to carry out basic life functions—
Eating, sleeping, dressing appropriately
7. Mild confusion has become bizarre, irrational beliefs on which the person acts
8. Crying has become uncontrollable hysteria
9. Anger or self-blame has become fear or threats of harm to self or others
10. Numbing has become complete withdrawal with little or no emotional response
11. Appropriate expression of despair or depression has become self-destructive
12. Restlessness or excitement has become unfocused agitation
13. Excessive talking or nervous laughter has become uncontrolled
14. Frequent retelling of the incident has become continual or ritualistic
15. Pacing, hand-wringing, or fist-clenching has become ritualistic or uncontrolled
16. Disheveled appearance, over time, has become inability to care for self
17. Irritability has become destructive

PLAN OF ACTION FOR OTHER TRAGEDIES/CRISES

Bomb threat

A. Telephone Threat

1. Receiver of call should obtain as much information as possible.
 - a. Where is the bomb located?
 - b. When will it explode?
 - c. What kind of bomb is it?
 - d. What does it look like?
2. Receiver should note the following about the caller:
 - a. male or female
 - b. young or old
 - c. background noise
 - d. was caller calm or hysterical
 - e. did caller have an accent
 - f. note the exact phone line the call came in on.
3. Notify the principal/alert someone else in the office.

B. Principal's Duties

1. Call 911. Bloomington Police Department or the Sheriff Department representatives will arrive on the scene to consult with the principal.
2. Call the Service Building/Director of Planning. They will notify the superintendent and others as needed. (Indiana State Police, Transportation, etc.)
3. Implement **CODE YELLOW** procedures:
 - Bomb Threat Team (principal, asst. principal, custodian, etc.) should make contact with all staff via email, voicemail or personal contact and inform them of the threat.
 - Staff shall prepare for the possibility of an evacuation (CODE GREEN).
 - Staff shall check their area for any suspicious package. (under desk, in trash can, under sink)
 - **Do not disturb any suspicious package.**
 - The Bomb Threat Team should inspect pre-arranged areas, i.e., boiler room, electrical rooms, and restrooms.
4. Evacuation of the facility should occur if the threat is perceived to be legitimate. Determination may be achieved through consultation with law enforcement/safety officials and the Bomb Threat Team. The principal or his/her designee shall make the decision.
5. Evacuate the building – using established building procedures (**CODE GREEN**), **but the fire alarm should not be used. Do not stop to close windows and doors.**
 - Occupants remain on site as far away from the building as possible, or,
- Transport to alternate location – if necessary.
6. When addressing the media or parents after a bomb threat the standard response should be: We have examined the building and conferred with the police and safety officials and determined it is **safe to remain in OR return to the building.** For further information call the Director of Planning.

SCHOOL BUS CRISIS SITUATION

WEAPONS ON THE BUS

Should a gun be seen on the bus:

1. **Calmly** radio your specific location to the Transportation Office
2. A call will be placed **immediately** to the proper law enforcement agency and assistance will be given immediately.
3. Follow up with the **appropriate paperwork** that will substantiate what has happened. **Submit** the report to the Transportation Office immediately.
4. **Report the incident** to the appropriate school administrator.

Should a weapon be seen at or near a bus stop:

1. **Calmly** radio details of location of weapon sighting to the Transportation Office.
2. A call will be placed **immediately** to the proper law enforcement agency.
3. Drivers should then **distance themselves from the weapon sighting**. Plan to take a different route the following morning or that afternoon (if possible).
4. A full and **complete report** (with names, if available) must be prepared by the driver and **turned in to the Transportation Office** immediately upon completion of the route.
5. **Report the incident** to the appropriate school administrator.

HOSTAGE SITUATION ON A BUS/FIELD TRIP

1. **Follow the instructions** of the hostage taker.
2. **Do not try to disarm** the hostage taker. Neither you, nor the students, should try to be a “hero.”
3. **Be calm!** Keep your students calm. Try to keep them together, unless the hostage taker will not allow this.
4. If in radio range, have “common code words” that is a **known code word** for hostage situations, if you are permitted to relay a message to the transportation office.
5. **Don’t try to negotiate** with the hostage taker.
6. **Do not** offer yourself as a hostage.
7. Try to “**mentally document**” (focus) on what **happens** and what is **said**, description, etc
8. **If students are taken away** make sure you know **who was taken** and **what was said** by the hostage taker.
9. If **hostage negotiators** arrive, **trust them!**

Guidelines for chemical spills, gas leaks and other hazardous materials

Should a chemical spill, gas leak, high voltage wires or other hazardous material situation be discovered in a school, and present a danger to students and staff, the following guidelines should be followed:

1. Evacuate the building using **CODE GREEN** evacuation procedures (fire drill) unless the hazardous situation restricts evacuation in specific areas. If this is the case, use alternative evacuation routes. (Important: Move the students as far away from the building as possible).
2. Call the appropriate fire/law enforcement agencies and inform them of the ‘basics’ of the emergency.
3. Call the Superintendent’s office and make them aware of the situation.
4. The building principal and the Director of Planning will report to and work with the fire, police and all other emergency personnel as necessary.
5. Teachers and all other staff available are to provide appropriate student supervision.
6. If a decision is made to remove students and staff from the site, the “Evacuation of Site Procedures” will be implemented.
7. Teachers and administrators will stay with students at all times, unless administratively moved to provide another service. If this occurs, another individual will assume responsibility for student supervision.
8. Once the local fire department and/or emergency personnel arrive on the scene, their directions are to be followed to the fullest extent.

DEATH OF A STAFF MEMBER

Procedure

1. As soon as possible the CRT meets.
2. CRT will determine the plan to follow.
3. CRT will prepare a statement.
4. CRT will alert the Crisis Support Team (CST).
5. The student body is not informed until verification that the family has been notified.
6. Isolate other family members in building.
7. Teachers on prep should go to rooms being taught by subs unless subs are familiar with students. The rest of teachers on prep should report to crisis headquarters for assignment by the crisis team.
8. Notify staff with prepared statement from the CRT.
9. Teachers will read the prepared statement at a specified time.
10. Normal routine will continue as determined.
11. Establish one or two emergency contact people.
12. If appropriate, set up;
 - a. Counseling for staff
 - b. Counseling for students
 - c. Group counseling for staff
 - d. Group counseling for students
 - e. Relief for troubled staff members
 - f. Assign peer helper for affected staff member(s)

PREPARED STATEMENTS

Accident Resulting in Injury

PLEASE READ TO YOUR CLASS AT (period) _____ (time) _____

The school has been informed that (student/staff name) _____ has had an untimely accident resulting in serious injury. As more information becomes available we will pas it on to you. (Classes will proceed normally.)

Accidental Death

PLEASE READ TO YOUR CLASS AT (PERIOD) _____ (TIME) _____

The school has been informed that (student/staff) _____ has had an untimely accident resulting in death. As more information becomes available we will pass it on to you. (Classes will proceed normally.)

Death Due to Natural Causes

PLEASE READ TO YOUR CLASS AT (period) _____ (time) _____

The school has been informed that (student/staff) _____ has died as a result of natural causes. As more information becomes available we will pass it on to you. (Classes will proceed normally.)

Death Following a Long Illness

PLEASE READ TO YOUR CLASS AT (period) ____ (time) ____

The school has been informed that (student/staff) _____ has died after a long illness. As more information becomes available we will pass it on to you. (Classes will proceed normally.)

Demonstrations and disorders

Not all demonstrations are unlawful. The U.S. Supreme Court adopted a standard which says any conduct is permitted as long as it does not materially disrupt classwork, or involve substantial disorder, or invade the rights of others. Any demonstration on school grounds in which a fight breaks out, or which is otherwise unruly, or interferes with school activities, is unlawful.

Principal or Designee

1. Notify assistant superintendent of the situation.
2. School security or police to be notified.
3. Lock the doors of the building.
4. Allow no visitors to enter building except those with proper identification.
5. Make use of school radio -- if one is available -- to establish emergency communication link.
6. Take steps necessary to assure safety of students and staff.

Principal or Designee Assisted by School Security/Police Should:

1. Advise group their assembly is disruptive to the educational process and as such they are trespassing.
2. Attempt to identify a leader and see if the alleged grievance cannot be addressed in a meeting at another time and location.
3. As trespassers they are subject to arrest if they fail to leave school property. (Allow time for the group to disperse.)
4. A log should be kept of names of individuals involved, if possible, and date, times of notification should be recorded for court action.
5. Students in the building should only be dismissed when it is safe to board buses and leave the school grounds.

If Students Are Involved:

1. Notify students via bullhorn, public address system or other means, that the students should return to class.
2. Warn students they risk suspension/expulsion if they fail to return to class.
3. Should this fail, advise students to leave the building or campus. If they fail to do so they will be subject to arrest for trespassing. (Note: this step should only be taken with approval of the superintendent. Law enforcement should also be consulted to be sure they have the resources to support this action.)

Central Administration

1. Provide on site assistance as required.
2. Provide personnel to deal with media inquiries.
 - a. One on-site.
 - b. One at the Administration Building

DISASTER DRILL REGULATIONS

ALARM – disaster alarm system. All students and personnel discontinue all activities and remain quiet until type of disaster and procedures to be followed are announced.

Complete disaster alarm and drill instructions will be presented by each classroom teacher to each group of students that occupy their classroom during the entire school day. Each teacher will post on the bulletin board or in a conspicuous place in their classroom the area they will move to in case of disaster.

When disaster alarm is given all students and teachers are to stop work immediately. **LISTEN INTENTLY FOR DIRECTIONS FROM THE ASSISTANT PRINCIPAL OVER THE SOUND SYSTEM.** Example of directions: **“We are now experiencing a red emergency warning for our area. Move immediately to your respective safe area.”**

(SAMPLE)

CLASSROOMS

GO TO AREA

420, 421, 422	Media Center-north center entrance to Northwest area
425, 428, 429	Media Center-Northeast entrance to Northeast area
423, 424, 426, 42	Auditorium – use stairway #1
440, 441, 442, 443, 4476	Media Center – South center entrance to center area
444, 445, 446, 448, 449	Auditorium – use stairway #4
433, 434, 436, 437	Auditorium – use stairway #2Girls’ restroom – Level 4
430	Girls’ restroom – Level 4
431, 432, 435, 438, 439	Media Center – southeast entrance to Southeast area
410, 411, 412	Interior hallway and restroom
Media Center	Media Center – center area
Allied Arts	North locker bay
Music Department	Interior hallway and restroom
Office and Bookstore	Bookstore
Science Department	South locker bay
230, 231, 232	Interior hallway and restroom
Kitchen	Kitchen restroom area
Level 1	Locker rooms gymnastic room and interior hallway (not along pool)
Pool	Hallway near elevator

STUDENTS WILL REMAIN QUIET WHILE IN DISASTER SAFE AREA.

At the time of a disaster, students will get on their knees and put their head between their knees, covering the back of their head with their hands. All clear will be announced over the sound system.

EARTHQUAKE DRILLS

Because earthquakes strike without warning, life-protecting actions must be taken immediately at the first indication of ground shaking. All earthquake preparedness measures, earthquake drills are very important. Their purposes to help students (and staff) learn how to REACT immediately and appropriately.

The essential components of earthquake drills are classroom discussions, demonstrations, and exercises designed to help students learn and practice WHERE to seek shelter and HOW to protect their heads and bodies from falling objects (e.g., debris from ceilings, light fixtures, and shattered glass).

Effective earthquake drills simulate (1) actions to be taken during an actual earthquake and (2) actions to be taken after the ground shaking stops. Building evacuation following an earthquake is imperative due to the potential danger for fires or explosions.

WHAT TO EXPECT DURING AN EARTHQUAKE

The first indication of a damaging earthquake may be a gentle shaking. You may notice the swaying of hanging plants and light fixtures, or hear objects wobble on shelves. Or, you may be jarred by a violent jolt (similar to a sonic boom). Or you may hear a low (and perhaps very loud) rumbling noise. A second or two later, you'll really feel the shaking; and by this time, you'll find it very difficult to move from one place to another.

"It's important to take "quake-safe" action at the first indication of ground shaking. Don't wait until you are certain an earthquake is occurring. As the ground shaking grows stronger, danger increases. For example: Freestanding cabinets and bookshelves are likely to topple. Wall-mounted objects (such as clocks and artwork) may shake loose and fly across the room.

Suspended ceiling components may pop out, bringing light fixtures, mechanical diffusers, sprinkler heads, and other components down with them.

Doorframes may be bent by moving walls and may jam the doors shut. Moving walls may bend window frames, causing glass to shatter and send dangerous shards into the room.

The noise that accompanies an earthquake cannot cause physical harm. However, it may cause considerable emotional stress—especially if you're not prepared to expect the noisy clamor of moving and falling objects, shattering glass, wailing fire alarms, banging doors, and creaking walls. The noise will be frightening, but less so if it is anticipated.

EARTHQUAKE RESPONSE GUIDELINES

During a major or moderate earthquake, the greatest immediate hazard to people in or near a building is the danger of being hit by falling objects. During the ground shaking, the school population is safest finding immediate shelter under desks, tables, or counters.

IF INDOORS:

Stay inside, move away from windows, shelves, and heavy objects and furniture that may fall. Take cover under a table, desk, or in a strong doorway.

Although doorways have traditionally been regarded as safe locations, it's important to anticipate that doors may slam shut during an earthquake. In halls, stairways, or other areas where no cover is available, move to an interior wall. Turn away from windows, kneel alongside wall, bend head close to knees, cover sides of head with elbows, and clasp hands firmly behind neck.

In library, immediately move away from windows and bookshelves, and take appropriate cover. In laboratories and kitchens, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill.

IF OUTDOORS:

Move to an open space, away from buildings and overhead power lines. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers that may demand movement. On the school bus, stop the bus away from power lines, bridges, overpasses, and buildings. Students should remain in their seats and hold on.

INDOORS OR OUTDOORS, WHEN AN EARTHQUAKE OCCURS:

TAKE ACTION AT THE FIRST INDICATION OF GROUND SHAKING.

An earthquake may not occur, however, the earthquake safety lessons they learned at school will stay with them for a lifetime.

If other priorities limit the scope of earthquake safety programs and the most teachers can do is conduct earthquake drills, a difference will be made.

FIRE DRILL REGULATIONS

ALARM – CONTINUOUS FIRE ALARM BUZZER: Fire alarm and drill instructions will be presented by each classroom during the entire school day. Each teacher will post the exit route in a conspicuous place and take each class along this route.

When the fire alarm signal is given all students and teachers must stop work immediately. The teachers should have a previously appointed student to close all doors and FIRE windows and turn out all lights as soon as the area is vacated. Immediately on the sounding of the alarm students should rise and quickly leave the building in a quiet and orderly manner. **NO RUNNING OR TALKING.**

Students in the different rooms are to use the indicated stairways and exits and move to the designated areas.

TEACHERS – when announced **“Take Grade Books”**, this means it is not a drill, but actual evacuation for safety.

SAMPLE

<u>Classroom or area</u>	<u>Stairway or Exit</u>	<u>Go to Area</u>
420 423 424 426 410 411 & 412	Stairway 1 to Level 2	North end of parking lot
422 425 430 432 433 436	Stairway 2 to Level 1	Walkway between athletic fields
432 434 435 443 444	Stairway 3 to Level 1	Blacktop drive south of building
410 440 441 442 445 446 Media Center	Stairway 4 to Level 2	Blacktop drive south of building
Allied Arts Music Department Science Dept. Cafeteria	Front Exit – North Front Exit Front Exit – South Northwest Exit - Level 2 Southwest Exit - Level 2	West side of parking area (North sector) West side of parking area (Middle sector) West side of parking area (South sector) North end of parking lot Blacktop drive
230 231 232	Southwest Exit – Level 2	Blacktop drive South of building.
Gymnasium Matt Room	Northeast Exit	Walkway between athletic fields
Pool	Southeast Exit	Blacktop drive south of bldg.

We will utilize two lanes of traffic on stairways. This means each lane will have use of the handrail.

Everyone is to move at least 100 yards away from the building and stay clear of all fire hydrants and fire fighting equipment. All clear is signified when the alarm is discontinued and an announcement made.

STORM WARNING PROCEDURES

The National Weather Service issues severe weather statements using the following terms:

- Severe Thunderstorm Watch – indicates the possibility of frequent lightning and/or damaging winds greater than 50 mph, hail and heavy rain.
- Severe Thunderstorm Warning – indicates the possibility of tornadoes, thunderstorms, frequent lightening, hail, and winds greater than 75 mph.
- Tornado Watch – indicates the possibility of tornadoes developing, which includes strong winds, heavy rain, etc. Be prepared to move quickly to your safe area should the Warning signal sound.
- **Tornado Warning** – a tornado has been sighted or indicated on radar.
 - Go at once to your safe areas.
 - Monitor the progress of the storm.
 - Be prepared to have students and staff assume the Tornado Safety Position.

The following pages (35a-35e) provide valuable information about tornado safety and schools. One important point is to monitor commercial radio & TV stations once a watch or warning is issued. The cable weather channels are an excellent source for up-to-date information.

Tornado Actions

TORNADO SAFETY RULES IN SCHOOLS

Several times in recent years, schools have been hit by tornadoes. In most instances, fortunately, classes were not in session. In some other instances, where students were present, school officials familiar with twisters safeguarded the children by taking prompt action just before the tornadoes hit.

NOAA's National Weather Service urges that all schools develop plans and conduct drills to cope with tornadoes--particularly in the South and central states, where the threat is greatest. Tornado drills require different actions than fire drills.

Among details to consider:

- Remember that the National Weather Service issues a tornado Watch when the possibility of tornadoes exists, and a tornado Warning when a tornado has been spotted or indicated on radar. Remember also there may not be time for a tornado Warning before a twister strikes. Tornadoes form suddenly. Teachers and students should know the difference between a Watch and a Warning.
- School officials at the State and county level should have a plan for rapid dissemination of tornado Watches and Warnings to every school in the system--either by radio or telephone.
- Each school should be inspected and tornado shelter areas designated. Schools with basements should use these as shelters. Schools without basements should use interior hallways on the ground floor that are not parallel to the tornado's path, which is usually from the southwest. Never use gymnasiums, auditoriums, or other rooms with wide free-span roofs. Teachers and students should know their designated shelter areas.
- School Administrators should establish procedures governing use or non-use of school buses during tornado Watches and Warnings. Generally speaking, school buses should continue to operate during tornado Watches, but not during tornado Warnings. School buses are easily rolled by tornado winds.
- During a tornado Watch, specific teachers or other school staff members should be designated to monitor commercial radio or TV for tornado Warnings, even if the school has a NOAA Weather

Radio tone-alert system. Weather spotters also should keep an eye on the sky for dark, rolling clouds, hail, driving rain, or a sudden increase in wind, in addition to the telltale funnel. Tornadoes are often obscured by precipitation or darkness. Other public agencies, too, report tornado sightings.

- A special alarm system should be designated to indicate a tornado has been sighted and is approaching. A backup alarm should be planned for use if electrical power fails--perhaps a battery-operated bullhorn, an inexpensive hand-cranked siren, or even an old-fashioned hand-swung bell.
- Specific teachers should be assigned to round up children on playgrounds or other outdoor areas during a tornado warning. Otherwise, they might be overlooked.
- Children in schoolrooms of weak construction--such as portable or temporary classrooms--should be escorted to sturdier buildings or to predetermined ditches, culverts, or ravines, and instructed to lie face down, hands over head.
- Most tornado deaths are caused by head injuries.
- When children are assembled in school basements or interior hallways during a tornado drill or Warning, they should be instructed to respond to a specific command to assume protective postures, facing interior walls, when the danger is imminent. Such a command might be: "Everybody down!" It is essential that this command be instantly understood and obeyed. Illustrations showing the protective position should be posted on bulletin boards.
- If a school bus is caught in the open when a tornado is approaching, the children should be escorted to a nearby ditch or ravine and made to lie face down, hands over head. They should be far enough away so the bus cannot topple on them.
- School-bus drivers should be regularly drilled in Tornado procedures.

POWER OUTAGE PROCEDURES

1. Schools will notify the Service Building (330-7720) when an outage occurs. Inform the Service Building of the phone number to contact someone at the building (i.e., cell phone, power station, etc.).
2. The Service Building will notify the Superintendent of Schools and the Director of Food Services and the Director of Information Services. The Service Building will also contact the power company (Cinergy or REMC). Typically, the power companies are not able to inform us of the cause of the outage, when it may be repaired or when the facility will be restored with power. However, the Service Building staff will ask those questions.
3. Schools will initiate procedures to insure the safety of the students and staff (i.e., move classes out of rooms without windows, alternate plans for lunch, phones that still work, cell phone availability [staff?], flashlights, etc.)
4. Schools should contact the Service Building once the outage has ended. Each school should make a list of the devices that need to be checked after an outage, i.e., HVAC equipment, kitchen refrigeration devices, computer equipment, etc.

Oct. 2002

Domestic terrorism

1. Each office should have on hand a 1-gallon zip lock bag and a large trash bag for larger containers.

2. DON'T OPEN the envelope/package:
 - a. Place the envelope in the zip lock bag.
 - b. Call the FBI in your local area.
3. IF the package was opened and it contained a threatening note:
 - a. Place the envelope in the zip lock bag
 - b. Call FBI-332-9275.
4. IF the package was opened and it contained a threatening note and a substance of a powdery form:
 - a. Place the envelope in the zip lock bag.
 - b. Call FBI.
 - c. Isolate the people that were in the room when the envelope was opened.
 - d. Notify maintenance to shut down the ventilation system.
 - e. Evacuate the building of all other non-essential personnel.

Hostage situation/gunman in building

- A. On security touch panels the ***Panic Alarm*** is activated by pressing the star and pound signs simultaneously. This informs the Security Company to dispatch the authorities without sirens. Most schools have “**panic buttons**” at either the secretary’s or principal’s desk.
- B. Notification of staff to remain in their classrooms via PA system: **CODE RED – Stay.**
- C. The school administrator is to contact 911. The responding police officer will determine what additional resources will be required. Have a map of building available for responding police officer. Determine best entrance to building (away from gunman’s position). Include best entrance and name of member meeting them.
- D. The administration should isolate the individual with the weapon by:
 - a. Reducing the number of students and staff at risk.
 - b. Notify classrooms by word of mouth.
 - c. Evacuating as many students and staff as possible to safety.
- E. The administration should establish the following procedures:
 - a. Discontinue the ringing of bells.
 - b. Eliminate student and staff movement in the perimeter area.
 - c. Keep the incident localized by allowing few outside calls.
 - d. Explain to teachers their role in working with students during crisis.
 - e. Keep students and staff in classrooms, away from windows, and with doors locked. (We will announce that teachers should not honor passes and that they should refer to **page ____** of their handbooks).
 - f. Meet with CRT.
 - g. Determine the need of CST.
- F. The actual negotiating is to be handled only by the police. Administrators can assist by having the following people isolated and prepared to talk to the police intelligence officer (NOTE: Rarely will the team use these people to speak directly to the student.)
 - a. student’s parents
 - b. the appropriate counselor
 - c. an administrator with access to student records
 - d. teachers of the student
 - e. friends of the student (notification of parents would be recommended)
 - f. siblings (in the school)
- G. The extent of involvement by the police may vary at times when there is a lethal weapon in the school. The need is determined by the responding police officers. This team’s skills and equipment may be needed to
 - a. evacuate the school
 - b. listen in on what is being said in the isolated area
 - c. contain the situation
- H. If a passerby observes a hostage situation in the office he/she shall immediately go to a phone outside the office area and call 911. He/she shall then go room to room to inform the teachers to keep students in the room on the floor with the door closed.

NUCLEAR DISASTER PROCEDURES

1. At the first notification of an upcoming nuclear attack, all shades will immediately be drawn. If no detonation has taken place, tape and other materials will be used to prevent any light from entering the building.
2. Children will remain in the classroom stationed under desks.
3. All utilities will be shut off at the furthest point of the school.
4. For burns (radiation) apply a lotion of baking soda and water.
5. Designated assistants will move handicapped occupants to a safe area under a desk or table. They will receive a book to cover their heads.

IF AN EXPLOSTION DOES OCCUR:

1. Immediately turn away from the bright light that will occur.
2. Strong winds, extremely bright light and general flying debris will possibly enter your classroom.
3. If time allows, have everyone go to the floor and go underneath desks.

Death due to suicide

1. Call faculty and staff members as soon as possible informing them of a special meeting.
 - a. Have teachers inform students in a classroom setting in a frank but sympathetic manner (need to be in-serviced on this). All students need to receive the information at the same time. Teachers should invite students with troubled reactions to talk and then refer them to social services.
 - b. At special meeting, distribute a memo of appropriate facts (verified). Review memo. Advise as to rumor control. Clarify services offered.
2. The student's locker(s) should be promptly cleared of all belongings.
3. Avoid any large group announcements. Never announce over the intercom as this could result in mass hysteria.
4. Permit no reporters in classrooms or on general school grounds. Student contact only by prior permission.
5. Expect a flood of calls-shut down any rumors.
6. Set up time after school for a faculty/staff-debriefing meeting.
7. A week after the suicide (other crisis) provide parent meeting on issue. Make the meeting informative, supportive and open for securing services.
8. Postvention must also have a continuing service component for the rest of the school year (monitoring delayed stress-grief). (counselor)
9. Keep normal schedule as much as possible (within reason).
10. No student should be permitted to leave school unless accompanied by a parent or parent's designee.
11. Avoid any glamorizing of suicide (including school memorial services, flying flag at half-mast, student assemblies, etc.).
12. Convene concerned adults in the community (parents, mental health professionals, clergy, etc.) to inform them of the school's response and to enlist their help in working with students, if necessary and/or appropriate.
13. Provide individualized counseling/outside referrals to students, staff, and others who may require it.
14. Coordinate efforts with wishes of family.
15. Function as a clearinghouse for information on funerals and visiting hours, if appropriate.
16. Convene staff at end of first day to share, vent, evaluate CRT's plans for second, third, etc. days and to provide access to support which will enable students and staff to move forward.
17. Convene CRT and CST in one week _____ after the crisis to:
 - Evaluate CRT and CST actions and reactions.
 - Revise procedures as necessary.
 - Devise means of preparing for "anniversary" reactions.
18. Other _____

Guidance Department Chairman (or other designated person)

1. Summons intervention/support teams when needed; brief as to facts.
2. Supervises clearly designated counseling areas.
3. Monitors results of service; notes critical patterns; informs team.
4. Coordinates selected clergy to give supportive services to the distraught or bereaved.
5. Secures community social services or medical help when warranted.

The following responsibilities have been identified as necessary in the crisis action plan:

First Day

1. Screen students
2. Group counseling
3. Group rooms –
4. If necessary, advise CRT of outside assistants
5. Maintain counseling center
6. Handle parent calls –

Second Day

Follow the same assignment as above. Advise CRT of progress or need of additional assistants.

Third Day

Follow-up with counseling staff and report back to CRT

Teachers and other Staff

1. Read the written statement of known facts to your class. Squelch rumors.
2. Allow for student reactions or comments, but emphasize only known facts. Healthy coping consists of honest acknowledgement of the realities of the situation, open discussion of thoughts, feelings, and ways to cope, active listening, and caring support.
3. If you feel comfortable talking about the situation for a brief time, fine; but do not allow a long classroom discussion to take place. Tell the students you will give them more factual information and details about funeral, etc., when that becomes available.
4. Try to begin the lesson for the class as soon as it is possible by observing students in obvious distress and sending them to the crisis center, which will be set up in the guidance office. Outside resource people may or may not be in the building to help, but all students should be sent to the guidance office if they are visibly upset or express that they cannot remain in class. Other composed students should escort upset students to the crisis center. No students should leave the classroom alone under any circumstances—this includes going to the restroom or nurse.

5. You must take care of yourself. Carrying the weight of your own crisis response, monitoring young people in crisis, and changing your class plans spontaneously can be extremely stressful. If you need a break room your classroom, or need to talk to a CRT or CST member, please let the crisis center know immediately.
6. Learn how people function in stressful situations and apply the knowledge to yourself and your students. The teacher who knows how young people function under stress, how they cope with crisis and grief, and how they heal will be able to facilitate rather than interfere with the natural healing process that resides in all of us.
7. Alert a member of the CRT or CST if you have a concern about a particular student and his/her coping behaviors and reactions.

School Nurse

1. Coordinates a selected local medical service team that consists of an M.D., nurses, and E.M.T.s.
2. Trains team as to protocol.
3. Supervise team when activated; coordinates referrals.

Team Secretary

1. Keeps record of team's activities.
2. Is constant resource in keeping information straight and clear.
3. Selects phone team (secretaries & non-teaching staff).
4. From crisis team's decision, establishes facts to be shared.
5. Phone team is to note patterns of community reaction.

Security Advisor (Police Department Representative) – Chief Mike Hostetler/Sheriff Steve Sharp

1. Monitors situations as to security issues.
2. Advises principal as to possible security options.
3. Secures additional help if needed.

Clergy/Chaplains Director (Chosen by Council of Churches)

1. Coordinates selected clergy to give supportive services to the distraught or bereaved.
2. Secures community social services or medical help when warranted.

Facilitators – the counseling staff from the school will be utilized. In addition social workers and counselors from other schools as needed will be made available.

Announcing the Death to Students in the Classroom

The following statement is to be used as a guideline for the classroom teacher to announce the death of a student.

DRAFT OF CLASSROOM ANNOUNCEMENT

Something has happened which makes it necessary to talk with you about suicide. All of us have problems from time to time. Most of us face these challenges and learn to cope with our problems without being destroyed by them. When people take their own lives, they allow their problems to destroy them. On (date), one of our students, (name), took his own life (has died). We do not have all the details but this is what we know so far.

Because this has happened, we now face the challenge of how to help one another. We may need to help each other deal with some confused feelings. Our first reaction might be to feel upset, saddened, and shocked by the death of one so young. Some of us will feel angry and frustrated because this is an unnecessary death, a permanent "solution" to what was a temporary problem. Others of us are going to need to talk to someone to make sense out of this. Some of us might feel guilty. We might say, "maybe I should have known _____ was going to commit suicide," or "I knew something was wrong but I didn't know how to help." Unfortunately, when people decide to commit suicide, this ends the chance of ever improving a situation and closes off any chance of our being able to help.

It is important to help our friends deal with this loss. We must reassure one another that no situation is completely helpless; no one is really helpless and alone.

It would be helpful to alert the students about the extra resources that will be available for them in school today:

1. The teachers are concerned and will do everything possible to help students deal with the loss.
2. There will be a "drop-in" room located at _____ where students can come during lunch and after school to talk to one another.
3. The guidance office has a number of extra counselors available to talk with students. Teachers will send those who request a pass.
4. After school there are a number of agencies in the area. Students can call these numbers _____ or drop in at _____.

For those classes, which may need some extra time to adjust to this shock, it is helpful to put aside some time in class for small group discussion. Also assure them that they will be informed about the funeral arrangements as soon as the school learns about them from the family.

OTHER STATEMENTS

Accident Resulting in Injury

PLEASE READ TO YOUR CLASS AT (period) _____ (time) _____

The school has been informed that (student/staff name) _____ has had an untimely accident resulting in serious injury. As more information becomes available we will pas it on to you. (Classes will proceed normally.)

Accidental Death

PLEASE READ TO YOUR CLASS AT (PERIOD _____ (TIME) _____

The school has been informed that (student/staff) _____ has had an untimely accident resulting in death. As more information becomes available we will pass it on to you. (Classes will proceed normally.)

Death Due to Natural Causes

PLEASE READ TO YOUR CLASS AT (period) _____ (time) _____

The school has been informed that (student/staff) _____ has died as a result of natural causes. As more information becomes available we will pass it on to you. (Classes will proceed normally.)

Death Following a Long Illness

PLEASE READ TO YOUR CLASS AT (period) ____ (time) ____

The school has been informed that (student/staff) _____ has died after a long illness. As more information becomes available we will pass it on to you. (Classes will proceed normally.)

Media

There are several issues that must be avoided in any statement involving a completed suicide. (The following approaches are harmful and must not appear in any public announcement.)

1. Reports on the specific details of the method used.
2. Descriptions of suicide as an unexplainable phenomenon, the inevitable result of a crisis of major proportions, or a simplistic solution to a problem.
3. Romanticized versions of the reasons for the suicide.

As tragic as the loss may be for the school, a completed suicide may provide the general public with an opportunity to become more aware about youth suicide prevention. Here are several ideas that may be helpful to include when the school spokesperson addresses the press:

1. Suicide is the second leading cause of death for young people 15-24.
2. Suicide is often the result of poor problem solving skills, and impulsive reaction to a personal setback that would have had several less destructive and permanent means for resolution.
3. Young people need to be encouraged to discuss their problems with caring adults without their concerns being dismissed as unimportant.
4. Adolescents who are thinking about suicide tend to tell their friends or siblings. Unfortunately, they are often disbelieved by their peers. Peers must be willing to get help for their friends.
5. There are several common warning signs of suicidal intentions.
6. Suicidal threats and attempts should be taken seriously by parents and help givers; professional help must be sought for them.
7. There are resources both within the schools and the community, which are able to assist troubled young people and their families.

Warning Signs of Suicidal Intention

Approximately 75% of adolescents who attempt suicide exhibit warning signals. They typically tell peers or siblings more often than adults. They may issue either direct or indirect means of signaling their distress. They may demonstrate this through:

1. Specific comments about death. "I'd be better off dead." "I might as well kill myself." "They won't have to worry about me much longer."
2. Remarks about a personal sense of worthlessness. "They'll be sorry when I'm gone." "Nobody will really miss me." "I can't do anything right; why try."
3. Expressions of self-destructive thoughts in either written form (e.g. journals, letters, poetry) or art work, a preoccupation with death or the "darker" side of life (e.g. the occult).
4. A lack of "connectedness", namely few acquaintances, no close friends, perhaps a recent break up with friends, recent death in family or among peers, withdrawn behavior, a refusal to communicate with others.
5. Prior history of suicide in the family or previous suicide attempts, threats or gestures on the part of the adolescent.

6. Expressions of depressed behavior such as, enduring sadness, lack of energy, apathy about pleasure of life.
7. Inadequate problem-solving skills, fatalistic view of the world, seeing oneself as a victim, dichotomous thinking.
8. Dramatic changes in behavior-life threatening risk taking behavior. Changes in eating or sleeping habits. Drop in academic grades. Radical turnabout in behavior, personality changes. Disinterest about one's appearance.
9. Prolonged involvement in drug or alcohol abuse or recent heavy usage.
10. Family systems problems-Chaotic family structures. Conflict ridden separation or divorce. Physical and/or sexual abuse. Alcoholism fostering co-dependency behavior. Enmeshed interactions that foster dependency.
11. A recent, public embarrassment (loss of self-esteem) in the family or among peers, a sudden frustration of an adolescent's plans and hopes for the future.
12. The act of giving away favorite possessions, putting one's affairs in order.

A suicidal youngster generally has experienced a number of problems associated with adolescent development. Then there is a precipitating event that plunges a very vulnerable youngster into morbid thoughts or hopelessness and helplessness. Quite often the event which precipitates the attempt is a serious interpersonal conflict with a relative or close friend. The suicidal youngster fixates only the specific problem and incorrectly assumes that all of his life will be as conflicted and as painful as it now appears to be.

Steps to be Followed in the Event a Teacher or Staff member is Informed of a Potential Suicide, or if a Staff member Feels There is an Indication of Suicide

1. LISTEN carefully.
2. Obtain name(s) of potential suicide victim(s).
3. Refer to counselor or social worker immediately.
4. Counselor or social worker then talks to student and contacts parent or guardian immediately, if threat is seen as serious.
5. Counselor or social worker is to inform school administrator.
6. If counselor or social worker's evaluation indicated that the student's threat is severe, the following steps should be taken:
 - a. Student should not be allowed to leave school without parent/guardian or their designee.
 - b. If threat is urgent, student may be transported to appropriate agency to be met by parent/guardian or their designee.
 - c. If parent/guardian is not cooperative, or is unavailable, student may be transported to the Mental Health Center for an Emergency visit.

Expected Responses to Youth Suicide or Death

In times of crisis, our entire being – physical, emotional, mental, spiritual, behavioral – goes into peak performance mode. The adrenaline flows, we become very alert to danger, our emotions become intense, we have difficulty sitting still, waiting, listening, thinking, and we often feel very connected to others in the crisis with us. CRISIS INTERVENTION is a way of acknowledging these changes and offering care to

Each other that will help us heal the wounds of the crisis. The following are common responses or

posttraumatic stress reactions that you and your students may experience following the death of a student or staff member due to suicide or unexpected death:

PHYSICAL	COGNITIVE	EMOTIONAL
Nausea	Slowed thinking	Anxiety
Upset stomach	Difficulty making decisions	Fear
Dizziness	Difficulty problem-solving	Guilt
Headaches	Confusion	Depression
Chills, drying	Difficulty concentrating	Hopelessness
Muscle aches	Poor attention span	Anger
Rapid heart beat	Seeing the event in own mind	Helplessness
Rapid breathing	Memory problems	Worrying about others
Sleep disturbances	Distressing dreams	Startled, shocked

The following behaviors are to be expected from teenagers in distress:

1. Wildly fluctuating emotional reactions—from hysterical crying or yelling outburst to embarrassed laughter.
2. Idealization of the deceased sometimes followed by condemnation.
3. Childish dependence or demanding independence.
4. Physical complaints – headaches, stomachaches, see above.
5. Extreme acting out – even out of character behaviors, such as substance abuse or extreme risk-taking activities. (Copy-cat suicides always a concern)
6. Expression of values inconsistent with those held previously.

CRISIS RESPONSE CHECKLIST

Date: _____

Crisis _____

Person responsible for checklist _____

_____ 1. Assemble verifiable information.

_____ 2. Notify Superintendent.

_____ 3. Assemble Crisis Response Team (CRT).

_____ 4. Assign media contact person _____

_____ 5. Notify staff of crisis and inform them that all media inquiries are to be directed to:

_____.

Set time for emergency staff meeting _____.

_____ 6. Provide written communication to all staff as they arrive to school as to when and how students will be informed of the tragedy and guidelines for class discussions, plans for the day, etc.

When? _____

How? _____

_____ 7. Secure personal belongings of student(s): Remove name from computer mailing list.

_____ 8. If appropriate, assign a CST member to follow the decreased schedule for the day to handle the "empty desk" concept and any discussion that may arise from it.

_____ 9. Inform the student body, all at the same time, by a prepared statement as soon as possible.

_____ 10. Provide areas for students and staff to discuss their feelings and concerns:

Room _____ Manned by _____

Room _____ Manned by _____

Room _____ Manned by _____

Room _____ Manned by _____

_____ 11. Inform administrators at other schools where siblings, relatives, and friends may be affected.

CRISIS RESPONSE TEAM INFORMATION FORM

Student Name _____ Grade _____ Age _____

Parents in Household:

Father _____

Mother _____

Natural Parent's Name:

Father _____

Mother _____

Student's activities (Sports, clubs, jobs, etc.):

Religious Affiliation _____ Clergy Name _____

Relative/Close friends at school or other schools in districts:

NAME	RELATIONSHIP	SCHOOL

Brief explanation of incident/cause:

Previous school attended: _____

If injury, hospital student is in _____

VISITOR AND INTRUDER

Visitors and guests are welcome in all MCCSC buildings. However, to safeguard students and staff reasonable precautions should be taken.

A. Visitors Should:

1. Always report and sign in at the office.
2. Be provided with a visitor's badge.
3. Be prepared to provide identification to school personnel.
4. Respect school rules.

B. Building Administrators Should:

1. Insure all exterior doors are marked with a notice to visitors to first report to the office.
2. Exterior doors locked except doors near the office area.
3. Provide training to all staff members on how to greet visitors. The first question is "May I help you?"
4. Someone should greet every visitor.
5. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor's badge or lacking visible identification stating who they are, i.e., school employee.)

C. Visitors Who Fail to Comply with School Procedures

1. Should verbally be informed they are in violation of school policy. (Example: "Sir, you must report to the office immediately. If you fail to do so you will be considered a trespasser, and school security will be called.)
2. If this fails:
 - a. Send someone to or notify the office of the situation.
 - b. Follow the person, if possible, and continue to give notice of the violation of school rules.
3. School security/police should be notified.
4. Office should activate building-wide notification plan concerning intruder.
 - a. PA announcement **CODE YELLOW** or possibly **CODE RED**.
 - b. Classroom doors should be closed.
 - c. Children should remain in current areas. (Examples – special classes or playground).

For additional information s needed contact the Superintendent's Office at 330-7700.

EVACUATION OF SITE

In the event conditions in the community or within the school itself necessitate a site evacuation the following steps should be taken:

A. Principal

1. Notify the assistant superintendent or designee.
2. Notify transportation (7719) of the number of students and staff present. Also the number of special needs students.
3. Direct clerical staff to take school's master enrollment list.
4. Direct school nurse or designee to prepare emergency medications to be transported.
5. Direct all personnel to leave the building and secure the building.

B. Classroom Teacher

1. Plan to evacuate with your class and ride the bus.
2. Take a copy of class enrollment list.
3. Take emergency instructional materials in the event the evacuation lasts several hours.
4. Notify principal of any special need students and their requirements.

Each instructor, therapist, or paraprofessional will review on a regular basis the individual plans for each student with a disability who may be in the building, which includes the number of persons who have been assigned to assist the students with disabilities. The plan will also include the exact location where students with disabilities will be taken in an emergency and the procedures to follow to determine if all students are accounted for. If it is determined that a student with a disability requires special assistance for emergency evacuation, the Individual Education Plan (IEP) should specify assistance for that student if required for evacuation during any school disaster. The case conference committee will determine the school personnel and the number that will be needed to assist the student to reach safety, and this plan will become a part of the student's IEP.

5. Assign personnel to greet arriving buses and community evacuees.
6. Notify school nurse and anticipate any medical emergencies. (May request from Bloomington Fire Department to have an EMT and ambulance standby at school.)
7. Make arrangements for dealing with the media. The Director of Planning serves as the media liaison.
8. Consider how students will be fed and restroom needs met.
9. Activate crisis intervention team to deal with any emotional trauma.
10. Provide area and materials for parents who may arrive to pick up students.
11. Provide an area for non-school community evacuees.

Because of the impossibility of any guidelines providing all the information necessary for every situation, each principal and administrator needs to recognize that his/her situation may have requirements beyond those outlined here.

TRANSPORTATION FOR SCHOOL EVACUATION

When an emergency situation occurs which will require a school site to be evacuated, the following procedure will be used:

A. Transportation will be notified by the site administrator or central administration.

1. The information transportation will need:

- a. Type of emergency.
- b. Time frame for evacuation.
- c. Number of students and staff to be transported.
- d. Number of special need students (example-wheel chairs required?)
- e. Emergency shelter location (if known.)

B. Transportation Supervisor or Designee Will:

- a. Contract drivers assigned to the building(s).
- b. Contact drivers residing near the school site(s).
- c. Contact drivers using the "snow list/tree."
- d. Use any available bus and employee possessing a CDL.

GUIDELINES FOR MEDIA INTERVIEWS

The following guidelines are presented for working with the press when a school has experienced a crisis situation in which there is some degree of public notoriety.

1. Determine who will be the spokesperson for the school; it is recommended that this be an administrator from the school. Avoid being defensive. Approach the task from the position of being helpful, desiring to inform.
2. Consider the crisis to be a “teachable moment,” an opportunity to instruct the public, through media, about student needs and the way the system is responding to these needs.
3. Present information in layman’s terminology.
4. Admit openly when you do not know an answer. Promise to find out the answer and share that information.

It is also recommended that the spokesperson for the school have a general outline of what points he or she wishes to make. For example, a standard announcement to the media about a death would contain the following concepts:

1. The name of the student, time of death, and basic facts. (Obtain family permission first.) Do not give out any other information about the student.
2. We extend sympathy to the family. List the family’s preference for the manner in which to express condolences. Also emphasize that the school wishes to respect the privacy of the family.
3. The students are experiencing a natural sadness associated with the loss.
4. The school’s main concern right now is to provide help to students, staff, and parents. Review goals of intervention plan.
5. We would hope that the media would respect our need to have today as a “private day” for us to express our grief. Interviews of students are inappropriate intrusions of bereavement.
6. We have a team of professionals trained in the area of crisis intervention and grief work who are working with students and staff members today.
7. The spokesperson will meet with the media at the end of the day to discuss the effectiveness of the postvention program.